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ABSTRACT

This transcript produces verbatim a workshop on advanced placement (AP), international baccalaureate (IB), and other challenging high school courses. The major goal of the proceedings was to increase access and improve preparation in high schools. The sessions addressed the common perception that AP courses are elitist but that the number of students taking AP courses is, nevertheless, rising. Also discussed is the need to have exceptionally qualified teachers to teach AP courses and not to consider such teachers a breed apart, with all teachers receiving equal treatment. Workshops and other training opportunities, teacher support, and the belief that AP or IB should be a national curriculum are also examined. The next section transcribes the comments of the regional director for International Baccalaureate in North America, who focused on the strong internationalism of the program, the six elements of the IB diploma program, and the importance of teacher training. The final presenter, the director of advanced-placement teacher development for Missouri, described the teacher-training institutes that Missouri AP directs. Also included are discussions of AP teachers, the importance of implementing fundamentally sound education, and how to heighten teacher motivation. A question-and-answer session followed the presentations. (RJM)

TRANSCRIPT OF PROCEEDINGS

UNITED STATES OF AMERICA

DEPARTMENT OF EDUCATION

* * *

A FORUM TO EXPAND ADVANCED
PLACEMENT OPPORTUNITIES:
INCREASING ACCESS AND IMPROVING
PREPARATION IN HIGH SCHOOLS

* * *

FINDING AND TRAINING QUALIFIED TEACHERS
FOR AP, IB AND OTHER CHALLENGING COURSES

MONTPELIER

WASHINGTON, D.C.

FRIDAY, FEBRUARY 11, 2000

FIRST BREAKOUT SESSION

(THIS TRANSCRIPT WAS PRODUCED FROM A TAPE RECORDING.)

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1 FINDING AND TRAINING QUALIFIED TEACHERS
2 FOR AP, IB AND OTHER CHALLENGING COURSES
3

4 MONTPELIER ROOM
5

6 What we'll be discussing in a variety of
7 contexts today is how to find and train qualified
8 individuals to teach advance placement courses, and,
9 in some cases, to be looking at programs such as
10 international baccalaureate as a type of corollary or
11 concomitant type of entity that does different
12 things, but in many respects requires the same type
13 of vigorous training that it does to do with advance
14 placement. So, since I am, at this point, at the
15 college level and deal primarily with the training, I
16 will probably yield to one of my colleagues who are
17 dealing with the school aspect of it first and then I
18 will follow up later. How's that?

19 Voice: That sounds great. Let's get
20 rolling here.

21 New voice: Does everyone have a copy of
22 the handout that I have. If not, let me give that to

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1 you before I get started.

2 My name is Mike Riley, and I'm the
3 superintendent of the Bellevue School District, which
4 is a school district of about 15,000 kids located
5 right outside of Seattle. We have a population that
6 is about 20% free and reduced. It's an area that's
7 very affluent but has been changing over time. This
8 is my fourth year there. Before that I was in
9 Baltimore County as an area superintendent, then as
10 deputy superintendent. I went to Bellevue in the
11 summer of '96 and, as I said, this is my fourth year.
12 I'm use to a pretty diverse community, and, so, to
13 me, this looks like a very suburban district. It has
14 been interesting for me that this community which was
15 much more homogenous maybe fifteen years ago and has
16 changed over time. I think that has had an impact on
17 expectations.

18 One of the things myself doing when I
19 first got there was preaching higher expectations.
20 And the other thing that was very unusual for me when
21 I went there was that Washington State is not a state
22 that is big into advance placement. In fact, if you

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1 take a look at the national rankings, Washington and
2 Oregon and Montana and Wyoming and Idaho -- that
3 whole northwest quadrant of our country -- is really
4 low in terms of advance placement, which was a
5 surprise to me. So, I feel very strongly about the
6 AP and am a very strong supporter of it and believe
7 that it can set standards for the entire school
8 district. As I started preaching it, I was also
9 running into people who were just opposed to it. And
10 one of the things that they were opposed to was the
11 idea that it was an elitist kind of program. And
12 that area of the country doesn't take to elitism very
13 well. And, so, I kept saying it is only elitist if
14 we allow to be elitist. If it's AP for everybody,
15 then it isn't elitist. It's high standards for all
16 kids.

17 So, what I've done here for this morning
18 is to try to give you some background on our school
19 district and then some characteristics of our
20 program, and I know that the specific topic today is
21 supposed to be about recruiting or finding the right
22 teachers and then giving them training. But I think

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1 that has to be embedded into the whole program
2 because I think there are things that we do when we
3 create a program that either is supportive of
4 teachers or not and that's it's more than just
5 finding the teacher and giving that individual
6 support. So, what I would like to do is run through
7 this quickly and then have my two colleagues do their
8 presentations and then we will try and take questions
9 from you in the hour that we have.

10 One of the things I've showed you up at
11 the top is the growth that we've had in the program.
12 I arrived '96-'97 and we had very few AP courses
13 being offered in our schools. We started offering AP
14 in all of our schools in the '97-'98 school year, but
15 you'll see that the numbers didn't jump significantly
16 that first year. But then by the third year, we had
17 521 tests taken. Last spring, we jumped up to 992. I
18 think we'll go well over 1,000 this year, and I
19 think, frankly, we've just scratched the surface.
20 Scores 3 or higher have jumped from 211 to 631 over
21 that same time. The number of kids taking the AP
22 tests have gone from 174 to 608.

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1 I should also mention that we have an IB
2 program, and the IB program isn't even reflected
3 here. These are just the AP stats. Our AP
4 enrollment, again '96-'97, because it was not really
5 designated or not every school offered AP courses,
6 there was no good tracking of the enrollments. You
7 can see the enrollments now increasing significantly.
8 Down at the bottom, the high school enrollment gives
9 you some idea of how many students we have in our 9
10 through 12 program.

11 Here's what I believe are important
12 characteristics of our program. First of all, we are
13 building our whole curriculum with the idea that AP
14 is the culminating course. So, we're basically
15 saying all of our strands should end in an advance
16 placement program and then backward mapping. What
17 I'll frequently say to people is the 11th grade
18 general math student is not going to be an AP
19 student. But, if we look at all kindergarten kids as
20 if they can be calculus students, then we'll have a
21 much greater chance of having all of our kids become
22 calculus students.

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1 All of our courses are open to all kids.
2 So, it's completely student and parent choice if a
3 kid gets into an AP course. We list things as
4 prerequisites, but we explain to people that those
5 are recommendations. So, we'll say to somebody if
6 you have not taken, for example, the pre-calculus
7 course you may not want to take the calculus course
8 However, it is very clear to folks and this is across
9 all of the disciplines that if the student steps up
10 and says I want to take the calculus course or
11 advance placement literature, whatever the course may
12 be, it's open access to the kids.

13 All of our courses end in an AP test,
14 which we think is a good way for us to hold the
15 standard in the course. And, we do that in one of
16 two ways. They either take the real test
17 administered by the ETS for that particular school
18 year, or we give them a practice test on the same day
19 that the real test is taken under the same conditions
20 and score it and count it as part of their grade.
21 So, from the time the students enter, we say the idea
22 is to hit the standard that the test exemplifies.

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1 Each year our kids take a practice test, which is a
2 previously administered test, and they do that about
3 five weeks or so before the real test. Then we send
4 those out to AP readers -- folks who have scored the
5 test previously -- get them back, hand them back to
6 the kids and to the teachers and use that as a
7 learning tool. And, that's been very helpful to us.
8 And, it also helps to have the outside readers read
9 them, because you're about five or six weeks before
10 the end of course, and your getting an objective
11 sense of how the students are going to do when they
12 get to the real exam.

13 This past January we formed a partnership
14 with an online company. They were originally founded
15 to offer distance learning courses online--AP
16 courses, especially in schools where there wasn't
17 enough of quorum for the courses to be offered.
18 We've worked a deal with them where that's become a
19 teaching tool for us now. So, their course is
20 available to us in the regular classroom. And,
21 again, in terms of teacher support, I think that's a
22 very helpful thing. They are just starting up.

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1 We're using them in statistics, calculus and U.S.
2 government in the spring. They will have their
3 English language and literature courses ready to go
4 in the fall. In addition to the teacher being able
5 to use the course in the classroom, the materials are
6 also available to the kids online in after school
7 hours. The students also get a ten week review
8 course for free. No student pays any fee for any of
9 the online courses. And, again, I think that's
10 another way for us to help reinforce and support our
11 teachers.

12 I have sort of a different take on teacher
13 selection and support. I think the key
14 characteristics of a successful AP teacher are deep
15 knowledge of the academic discipline. So, if I'm
16 looking for an AP English teacher, I want somebody
17 very grounded in English. I want an English major.
18 If I can get somebody with a master's degree, that's
19 better. But I want someone who is an expert in their
20 field, somebody who believes in and is committed to
21 the power of the AP program. And that means again
22 for all kids, not just for an elite group of kids.

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1 And then see a passion for helping all kids become AP
2 students.

3 The reason the next two things are there,
4 which basically says that I don't think that AP
5 teachers should receive any special bonuses or
6 receive any special treatment, is I think the
7 description that I did in the first paragraph should
8 apply to all teachers that we have in schools, not
9 just the teachers that we put in advance placement
10 programs. So, I feel strongly that we shouldn't say
11 our AP teachers are a breed apart. I think we should
12 be saying our AP teachers are what we want all of our
13 teachers to be.

14 I've often had AP teachers say even the
15 college board recommends that I have classes of only
16 20 or 15, and I say all of our teachers would like to
17 have those same circumstances and that, although you
18 may have a lot of grading that comes with the advance
19 placement courses that you teach, other teachers have
20 other kinds of challenges. So, I think that all of
21 us would like smaller class sizes, all of us would
22 like additional training, all of us would like

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1 materials that we need for our courses, and I think
2 that we should treat all teachers that way. And, so,
3 those are my next two bullets.

4 In terms of teacher training, the one-day
5 workshop sponsored by the college board -- and I'll
6 talk about each one of these individually if you're
7 not familiar with these programs -- but the one-day
8 workshop sponsored by the college board is a good
9 orientation program and also a good way for people
10 to link up once a year.

11 The best training, I think, are the four-
12 day institutes. When we started launching AP, we
13 also sponsored a national four-day institute. All of
14 our teachers are allowed to go to those things
15 without any cost, and, in fact, we have a way we pay
16 our teachers for their attendance at the conference.
17 It doesn't cost us anything because we charge other
18 people to come to it. So, we wind up having a
19 conference. Our last four-day institute in the
20 spring was for 400 or had an enrollment of 400
21 teachers. 100 of those were from inside our
22 district. And the 300 from outside the district

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1 actually allowed us to make a profit on the
2 institute. So, if you are starting up a program and
3 looking for good training, my advice would be if you
4 don't have an institute in your area -- I had a very
5 ripe area, again, because the northwest didn't have a
6 lot of involvement with the advance placement
7 program, so as we got the thing rolling there was a
8 large audience for us.

9 The next one, I think, is helpful
10 opportunities for structured subject to light teacher
11 interactions throughout the year, especially if you
12 have kids taking practice exams and those exams being
13 returned. That's a wonderful staff development for
14 teachers where they can come together and take a look
15 at the work from each other's students and talk about
16 what's working and what's not working in their
17 classroom. I think the key on advance placement
18 staff development is that it's very practical because
19 the goals of the course are so specific, and the
20 indicators of student performance are so specific
21 that you have very focused intentional conversations
22 when people get together.

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1 We are working with Apex to develop online
2 opportunities for sharing lesson plans and samples of
3 student work. And, so, we hope that, in addition to
4 the face-to-face meetings that we're having, that
5 we'll have folks in electronic conversations going
6 across the district by next year.

7 Mentoring of inexperienced AP teachers by
8 experienced colleagues should be intentional, not
9 accidental. We are proposing to our community that
10 we go on a modified week next year across our whole
11 district for 28 schools, which would allow an early
12 release every Wednesday for two hours. And, we
13 intend to use that early release time as a means for
14 teachers to have communication with each other. So,
15 even if I have an inexperienced AP teacher in one
16 school and an experienced AP teacher in another
17 school, because of that common time across our whole
18 district, we're hoping to be able to link people up.
19 And, again, I think that kind of staff development
20 where people are actually talking about their
21 specific course and their specific curriculum is the
22 most powerful kind.

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1 All training opportunities should be made
2 available to vertical teams. We are excited this
3 year. We've always invited our middle school
4 teachers to our advance placement institutes and
5 workshops and our four-day program. We are starting
6 an elementary strand this year, so we are actually an
7 advance placement training institute for elementary
8 teachers in math and in English. And, again, it goes
9 to support some of the things that we've heard over
10 the last two days about where AP really starts is in
11 kindergarten. We are hopefully getting people to
12 shift into that kind of thinking.

13 Teacher support, I think, is critical.
14 What I've found is that teachers are often afraid to
15 teach AP because they're hanging out there so
16 publicly in terms of their results. Especially, if
17 you say you're going to have an open access AP
18 program and your goal each year is to increase the
19 number of kids in the program, I think the thing that
20 frightens the teacher off is I'm getting kids who,
21 perhaps, are not going to be typical of AP programs.
22 And, so, there's a couple of things that are happen.

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1 If I hold the standard in terms of grading, my grades
2 may drop and how much pressure am I going to get from
3 parents and administrators to pull my grades back up
4 or to do something that inflates the grades. The
5 second thing that going to happen, and you'll see
6 this on our statistics, is if you open your program
7 up and you have more kids tests, especially if you
8 demand that all kids test, the percentage of 3's and
9 above are going to drop. I believe teachers are so
10 conditioned to a high test score means that I'm a
11 successful teacher that I think the whole district
12 has to take a position that it isn't the number of
13 high scores that we get, it's how many kids that we
14 get into this program and, over time, how to build
15 those scores back up. But I think you have to be
16 right there holding their hands, shoulder to shoulder
17 with them, with parents and the community, educating
18 the community and students that don't expect high
19 numbers -- a B, a C in an AP course is better than an
20 A in another course, and it's okay not to do well on
21 a test if you know you've actually participated in
22 the rigor of the course.

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1 And, I also think, last point under
2 support there on the third page, that districts have
3 to take a K through 12 approach. So when our AP
4 scores are released -- again, we don't just say how
5 did a particular AP teacher do, but instead how do
6 those scores reflect our entire curriculum K through
7 12. Are we really developing the kind of curriculum
8 that supports high end achievement in the 11th and
9 12th grades.

10 And, then, my recommendations. I think
11 education reform would take a giant leap if AP or IB,
12 or a combination of both, was a national curriculum.
13 Somehow, I think we have this sense that if we have a
14 national curriculum, it's undemocratic. And I think
15 that lack of specificity about what our goal is is
16 one of our biggest issues as educators.

17 I think teacher prep programs should
18 include an introduction to the AP program, all
19 teacher prep programs, including elementary prep
20 programs. It's the same theory. What's the target
21 that we're aiming for here, and, if I know what the
22 target is, at least through an introduction to AP

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1 standards, then I have a better idea of how that may
2 impact what I'm going to do in my 3rd grade
3 classroom.

4 For discipline specific secondary
5 teachers, I think if I'm an English teacher, I ought
6 to be studying, as part of my teacher preparation
7 course, what AP demands are, because I think that,
8 again, that, along with IB, is the kind of gold
9 standard that we have in the country. And I think
10 all teachers who are in discipline specific work
11 should know what those high standards are.

12 Surprisingly, a whole lot of people don't. Even
13 people that are teaching the courses that lead up to
14 AP really have never sat down and taken an AP test.
15 I just did that recently with all of my principals.
16 We took the English exam. And I think it was an
17 enlightening experience for them, especially for a
18 lot of the elementary principals who now had a sense
19 of what the demand was at the 11th and 12th grade
20 level.

21 I think the college board should provide
22 an elementary and middle school program just like the

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1 international baccalaureate does. The international
2 baccalaureate program has an early years program and
3 a middle years program that is formalized and that
4 you get into only through application and passing
5 their standards, and I think the AP should do the
6 same thing.

7 Assessments and accountability would put
8 K12 AP on the fast track if, for example, on the
9 vertical team that we see AP doing, if there was an
10 8th grade English assessment that would tell you
11 whether you were on your way or not to the advance
12 placement standard. I think we'd have a much better
13 chance of having our kids reach that high standard.
14 I think AP tests should be required, but free for all
15 enrolled kids. And I think the percentage of
16 students taking AP classes should be one of our
17 standard measures -- not just how many 3 and above,
18 but what percentage. I don't know how many of you
19 have seen Jay Matthews' work, Class Struggle. But
20 the idea in Class Struggle is that we shouldn't
21 measure AP success or high standards by the number of
22 kids 3 or above. We should measure it by the

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1 percentage of kids in the senior class that are
2 taking AP tests. I think that is, again, just like
3 we use SAT standards and everything else, I think
4 that would be a wonderful indicator for us. So
5 there's my quick run-through.

6 Thank you. My name is Brad Richardson.
7 I'm the Regional Director for International
8 Baccalaureate in North America. I'm going to make
9 just a few brief comments because my instructions
10 were that we wanted to provide enough time for
11 questions and comments after the formal
12 presentations. The high standards that we're all
13 looking at and how to make them more accessible to
14 students is certainly very important to the
15 International Baccalaureate. It's one point on its
16 agenda, if you will. But there's another point that
17 often gets overlooked in International Baccalaureate,
18 particularly when people ask how does IB distinguish
19 itself from other kinds of programs. It's a very
20 important ethic, if you like, and one that I want to
21 share with you here. And that is a strong sense of
22 internationalism. Internationalism not too long ago

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1 was considered sort of a luxury item in the world of
2 education. The global economy, I guess, has made our
3 world much, much smaller in the last couple of years.
4 As a result, we are finding more and more that
5 international education, which was once the preserve
6 of private, independent and international schools
7 around the world, really now is becoming much more
8 central and much more important to the state school
9 or the public school. So, we're finding that more
10 and more a broad range of schools are attracted to
11 programs like the International Baccalaureate. I
12 offer that as an introductory comment, as I talk
13 about, from my perspective, what I think teacher
14 selection and teacher training how important that is.
15 As was mentioned, the IB program has not only what it
16 calls the diploma program. I guess I should take a
17 step back and find out how many of you are familiar
18 with International Baccalaureate? I don't want to go
19 over ground that perhaps you already know. Okay,
20 maybe 60% know. So, for you I ask of you a little
21 indulgence as I get the rest of us caught up.

22 The IB is a non-profit educational

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1 organization that's chartered in Switzerland under
2 Swiss law. It's headquarters is there. The
3 curriculum and assessment center is in Cardiff in
4 Wales in the United Kingdom, and there're regional
5 offices around the world that look after the
6 interests of IB and represent the interest of schools
7 that are attracted to the IB. My region, the North
8 American region, looks after schools in Canada, the
9 U.S. and the Caribbean. I have colleagues in Buenos
10 Aires. They look after the Latin American schools
11 participating. There is a Europe/Africa/Middle East
12 office in Geneva. And, there is an Asia/Pacific
13 office in Singapore. Currently, there are close to
14 about 900 schools authorized to offer one or more of
15 the IB programs. And that's about 900 schools in
16 about 90 countries.

17 So, the interests of IB, as you can see,
18 are much wider than a national interest. Although,
19 they do try to take those into account as they
20 develop their programs.

21 I'm going to focus most of my comments on
22 the diploma program. Although, I don't want to

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1 suggest that the middle years program or the primary
2 years program are not important in their own right.
3 The diploma program is a grade 11 and grade 12, or,
4 in some educational systems, the last two years of
5 the secondary school sequence. In North American
6 terms, by and large, that's grades 11 and 12.

7 The program, if you've seen the design of
8 the curriculum, you'll see that what we talk about in
9 the IB is the hexagon -- that each point on the
10 hexagon represents subject groupings that students
11 must take. They must take one course from each of
12 those subject areas. Again, this is a distinguishing
13 feature of the IB. You can't take courses that
14 reflect your strengths and avoid those courses where
15 you don't feel strong. You must take a course from
16 every major discipline. So, what we're talking about
17 is in Group 1, which is Language A, it's the
18 literature program, it's the language of your home
19 culture, wherever that might be. And IB has a very
20 strong commitment to that. That is, if English is
21 not -- if you come from a country where English is not
22 your native language, the IB has a commitment to

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1 provide you that program in your home country, in
2 your home culture. It's very important that we think
3 that a student who is truly international today must
4 first be grounded in a sense of who that person is.
5 Who am I, where have I come from and how is that
6 expressed through the literature of my home culture.

7
8 Now, by and large in North America,
9 Language A is really English. However, I think the
10 IB has tested in something like 65 or 70 Language
11 A's. So, there is a very strong commitment towards
12 that. So, a student takes a course in that. Then,
13 in Language B, which we believe is important, and
14 that's a modern foreign language. It's very
15 important for an international student to have the
16 tools and the perspective and the ability to look out
17 from his or her own culture. So, modern foreign
18 language is an important part of study.

19 Group 3 is called Individuals in Societies
20 and that is then the humanities and the social
21 sciences, history, and so forth. But it's not a
22 national perspective that's fed into the curriculum,

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1 it's an international perspective. So, for example,
2 if a school were to choose as an option, history,
3 they could choose history of the Americas. Americas,
4 not of America. So the requirement is that the
5 teacher be fluent in the history of Canada, the
6 history of Mexico, the history of Latin America, and
7 that gets fed into the instruction -- and not simply
8 from an American foreign policy point of view, but
9 from that culture of its own right.

10 There are other histories that are
11 available: history of Europe, history of Asia, and
12 within Asia, there is Southeast Asia, East Asia, and
13 so forth. But, again, I want to stress that there is
14 an international perspective that's built into the
15 curriculum. It's not assumed, it's built into the
16 curriculum.

17 Group 4 is Experimental Sciences, and, of
18 course, in this country, we're really talking about
19 the big 3. But, there are others. We have
20 environmental systems and design technology and there
21 are a number of other programs that are available
22 within that grouping.

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1 Group 5 is Mathematics; and the approach
2 to mathematics in the IB is an integrated math. And
3 that poses, I suppose, a special challenge to schools
4 that are looking to adopt the diploma program. How
5 do we take these discrete courses that we teach --
6 Algebra 1, Algebra 2, Trigonometry and so on and so
7 on. How do we take those courses, those strands, and
8 get them to interact with one another so that the
9 students are being equipped with tools, to think
10 mathematically in an integrated spiraling direction.

11 Group 6 is the Arts. We believe it's very
12 important for a well-rounded student to be exposed to
13 the arts. So, Arts is a very important part of the
14 IB program.

15 Now those are the six points on the
16 outside of the hexagon. And that's just the subject
17 content, that's just the subject area.

18 The other part that makes this a program
19 or a diploma are the important central elements that
20 are also required of students. So students are not
21 just choosing six subjects, one from each of these
22 groups. They're also engaged in, first, a critical

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1 thinking course called Theory of Knowledge. The
2 Theory of Knowledge course is not a content-driven
3 course, but it's a period of reflection -- not navel
4 gazing, but active reflection, where the teacher
5 challenges the student to ask himself or ask herself
6 how do you know what you say you know. Is it because
7 I, as a teacher, have told you, because you read it
8 in a book? Why do you know these things? How do we,
9 as human beings, know? And, what are the problems of
10 knowing? What are the challenges of knowing? It's
11 really quite telling when a student finishes the IB
12 diploma program. I think the thing that they come
13 away with is the Theory of Knowledge course. I think
14 that's the program that holds them and serves them
15 well once they get to university. So, it's an
16 important part of the IB program.

17 In addition to a Theory of Knowledge
18 course, students are required to write a 4-5,000 word
19 extended essay -- an independently researched essay.
20 Now, this particular part of the program obviously
21 draws on a number of excellent college preparatory
22 skills. But it also has the function within this

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1 curriculum scheme by the broadening the students'
2 program. In other words, we've said these are the
3 six subjects you have to take. But here's an
4 opportunity for you to follow your passion. If you
5 don't find it within that hexagon, here's a moment
6 where you can break free and really demonstrate your
7 own passion and that becomes part of the program.
8 Or, it can be the opportunity for the student to add
9 greater depth to the curriculum. In other words,
10 gosh, we studied this in physics. I'm really quite
11 keyed into that and that student can then go into
12 greater depth into that particular topic. So,
13 Extended Essay is an important part of that program
14 and adds coherence to the program.

15 Finally, there's another component, a
16 central element called CAS, and that's an acronym for
17 creativity, action and service. These are the
18 categories of extracurricular activities that are
19 required of the student. It's very important in the
20 IB, we believe, that knowledge should be
21 transformative and that knowledge carries
22 responsibility. And, students need to be equipped

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1 with knowing how do I take what I'm learning in
2 school and apply it usefully in the world around me.
3 So, there's a sense of community service. There's a
4 sense of esthetic or artistic endeavor. There's a
5 sense of physical activity that's required of the
6 student.

7 Quickly, that is a description of the
8 hexagon. We believe that this curriculum adds
9 breadth to the student, adds depth. There's
10 coherence and then there's a strong sense of
11 internationalism. Now, how does that translate into
12 selecting and teaching or to teacher training?

13 Teacher training is probably the most
14 critical factor of success within the diploma
15 program. This is, you know, we come very short of
16 saying it's a required part of any school that is
17 participating in the IB program. Not just because
18 the curriculum is revised in every subject every five
19 years, in some cases there're major revisions,
20 depending on the knowledge that breaks in a
21 particular discipline. I'm thinking primarily of the
22 sciences. But also because there are new■here's■I

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1 guess what's important is that we think that
2 assessment methods change within subjects. All of
3 that kind of thing is very, very important and we
4 want teachers to be up to date on that, not just on
5 the knowledge content, but also on how has the
6 pedagogy changed for a particular discipline, but how
7 has the assessment changed. So, professional
8 development becomes an important part of succeeding
9 with a diploma program.

10 Within our professional development, we
11 have a range of workshops that we offer from
12 introductory seminars, which help schools to look at
13 the program and how do I modify the courses that I
14 do, to teacher training workshops that give teachers
15 -- and I'll go into detail what those things do --
16 special subject seminars that focus in depth on a
17 particular subject. We have focused workshops that
18 deal not with content so much, as perhaps with
19 assessment or with articulation issues or access
20 issues. We also have a summer conference where we
21 key into a theme. This summer we have a conference
22 in Keystone in Colorado, where we're focusing on the

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1 arts, education in the continuing K through 12. How
2 does that work, how should that work?

3 And, then, because this is an
4 international program, schools that become part of
5 the IB program are actually part of an advisory
6 policy making body within the organization. They
7 meet every two years, and they don't just meet in
8 North America. They meet, literally, around the
9 world. Last year, or two years ago, I guess, they
10 met in Montreaux in Switzerland. Next month they'll
11 be meeting in Ghana. A couple of years before that
12 they met in Djakarta. So, it literally moves around
13 the world, and it's very important that schools that
14 become involved in the IB program take this notion of
15 internationalism quite seriously and participate in
16 these programs, which you can see immediately the
17 problems that that raises for schools with limited
18 budgets and school systems that -- you know talk
19 about elitism and so forth, and I can address that
20 later if you like.

21 But, I want to go back to looking at why
22 the teacher training workshops are so important to

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1 the diploma program.

2 First, they help teachers who have not had
3 this experience. They help them to work with
4 external assessments. Now, as you know, there are
5 many, many schools that have never had that
6 experience. Our hope and what we encourage schools
7 to do, particularly those schools that have not had
8 that experience, to begin with the advance placement
9 program. We want them to take AP's. We want their
10 teachers to have a clear sense of what is it like to
11 relate what I'm doing in the classroom to an external
12 standard, an external measure. And that's also
13 important to the IB.

14 Part of the IB's assessment, however, is
15 internal assessment. That is, in some cases up to
16 30% of the student's final mark is determined by the
17 classroom teacher. Now, we need to assured that the
18 teacher knows how to arrive at that assessment. It's
19 not that we think that teachers are bad teachers, but
20 the assessment is very specific depending upon the
21 discipline. In some cases, it's an oral exam. In
22 some cases, it's a group project. In some cases,

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1 it's a lab performance. And the teachers need to
2 have clear in their minds what are the criteria
3 against which I'm measuring my students so that I can
4 provide an accurate internal reflection of the
5 achievement of that student. So internal assessment
6 is an important part of our workshops.

7 Again, a unique feature, maybe not so
8 unique, but an important feature of the IB, is that
9 we're criterion referenced. Teachers need to know
10 how to work with standards and how to identify when a
11 student has achieved those standards and at what
12 level.

13 So, the teacher training workshops are
14 also about looking at sample works and measuring them
15 against the published criterion.

16 Finally, it's work with modifying,
17 creating or modifying course work. As we've been
18 told throughout this morning and yesterday, it's not
19 just what you can do at grades 11 and 12 that makes a
20 difference. It's what do you have to do at grade 8,
21 grade 9, grade 10 or grade 5 or grade 4, and so on.
22 So, the teacher training workshops also try to work

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1 with those ideas. How do I take these standards and
2 walk backwards in order to help prepare students to
3 meet with success with that program.

4 Now, when you get down into the middle
5 years program and the primary years program, you're
6 dealing with a broader based program, even than with
7 the diploma program. And the curriculum model
8 implies extensive work with colleagues, not only on
9 campus within a department, but with the feeding high
10 school program. Remember I said it is a middle years
11 program, not a middle school program. Middle years
12 program spans grades 6 through 10. So the teachers in
13 the middle years have to coordinate their efforts
14 with the high school, in order for those students to
15 get what they need to be successful with the middle
16 years program.

17 There are peculiar areas of interaction.
18 It's not so discipline driven as the diploma program.
19 Instead, the disciplines are important only as they
20 interact with one another in what we call areas of
21 interaction.

22 Then, in the primary years program -- only

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1 a brief comment. In the primary years program, there
2 is a very strong curriculum coordination effort that
3 needs to be made with the primary years program, if
4 the program is going to be successful. So, release
5 time becomes an important part of what you can do to
6 support the development of middle years program and
7 primary years program. Here, what you're suggesting
8 for Bellevue that formal time is being provided on
9 Wednesday afternoons. For that to take place, it has
10 to happen or the program is limited in its success.

11 Thank you.

12 Voice: As a follow-up to this, what both
13 of these gentlemen have been speaking about is the
14 actual nuts and bolts of the operation of the
15 program. Part of what my responsibility in Missouri
16 is, is not to be concerned so much with how our
17 program operates as how to prepare the faculty --
18 secondary school teachers, middle school teachers,
19 junior high school teachers -- to prepare students
20 for rigorous academic work. You read my handout. I
21 don't think I need to insult your intelligence by
22 reciting that which is in front of you.

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1 But, I think one of the things we need to
2 consider is: when we are teaching college level
3 courses, and that is, indeed, what an advance
4 placement course is -- a college level course
5 designed by college faculty and high school faculty
6 to meet the standards of colleges and universities
7 across the country and internationally, as most of us
8 know. How do you find a faculty member who is going
9 to have the capacity to teach at that level? But,
10 secondly, how do you find a faculty member that
11 understands the content of the discipline that can
12 translate that content into strategies and pedagogies
13 applicable to students at a high school level? This
14 is not to say that they cannot function at college
15 level, but most high schools run courses five days a
16 week. This is different than colleges and so the
17 strategies and pedagogies are different.

18 So, what I do in my job as Director of
19 Advance Placement Teacher Development for the State
20 of Missouri is to set up training institutes in the
21 summer. These are intensive eight, nine, ten day
22 institutes depending on the discipline. They run

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1 from eight o'clock in the morning until 5 o'clock in
2 the afternoon, with a little bit of homework at night
3 that usually last until 11 or 12.

4 The basic approach to developing the
5 institutes is to enable high school faculty, junior
6 high school faculty, grade school faculty to teach
7 the content of the discipline and to prepare students
8 to be successful on the examination. Now we hate to
9 hear we're teaching for the test. Now I don't want to
10 disabuse anyone, but anyone who teaches, if he is
11 indeed an intelligent teacher, teaches for the tests
12 that he gives. He doesn't look at the outcome of
13 what we want to have happen, and we prepare students
14 to meet those outcomes. That is the test.

15 So the first thing that we do to every
16 person who comes into one of these AP institutes is
17 say we're very happy you're here. Here are the
18 materials you have, and, by the way, in 15 minutes we
19 are going to start taking the AP test. And that's
20 the first experience many of them have ever had,
21 because these are teachers new to AP.

22 Most of the comments we get after 3 hours

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1 are: high school kids do this? I couldn't even do
2 this. Many people do not believe that high school
3 students can do this. But there are over a million
4 exams every year that demonstrate that high school
5 students can do this. And globally over 60% of those
6 students perform well on those exams.

7 (Inaudible.)

8 Even if a student gets 2, he has done
9 extremely well, because he's probably done better
10 than most college students, who are taking the same
11 course on campus, when we think of a D as being an
12 acceptable grade to pass a course at the college
13 level (I think it completely unacceptable).

14 When a student gets a 3 on an AP
15 examination, you know that student is running at the
16 level of a B. So that 2 must be a C. 1 doesn't
17 happen very often.

18 What we do the first thing is we hit these
19 people with the examination, then we grade it. We go
20 through Ruberts and we actually take, not only the
21 multiple choice aspects of it, but we take all the
22 free responses, and we grade the free responses

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1 examination after going through several examples of
2 the grading procedure. They then grade their own
3 free responses. And they are vicious. But the
4 payback is that they understand what it is they need
5 to do at this point to get their students to perform,
6 not just on the test, but to perform in the box.

7 One of the other comments is: boy, do I
8 have to change what I'm doing. I cannot teach my
9 classes the way I've been teaching. Whew, this
10 requires that I have to do outside reading. This
11 requires that I have to beef up my understanding of
12 the discipline. This means that I've got to talk to
13 this college faculty member. This means that I have
14 to talk to my junior high school colleague and my
15 middle school colleague because I can't do it all.
16 It leads to a complete understanding of the necessity
17 for vertical team, which the AP (Inaudible). AP is
18 (Inaudible) in this concept. And, if it is used
19 correctly, it drives curricula structure.

20 So, within the first two days, teachers
21 have come to the awareness that business as usual no
22 longer works. From that point on, we don't teach

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1 calculus, we don't reach history. We made some
2 assumptions that people know these disciplines. What
3 we do is take pieces of disciplines, such as manifest
4 destiny in the history program, and say, okay, how do
5 you teach this in your classes? What are you're the
6 important things that a student needs to know about
7 manifest destiny, not the facts, but the concepts?
8 How do you then take those concepts and turn them
9 into teaching strategies? And everyone at that point
10 becomes responsible for defining his own set of
11 strategies, and then we'll discuss the strategy, as
12 well as the content and what aspects of content to be
13 dealt with these strategies. By the way, the
14 institute's taught by a college level faculty member,
15 who is experienced in peer reading, such as me. An
16 experienced high school AP teacher whose students
17 have performed at least 80% or better on the AP
18 examination * and have been teaching AP for a minimum
19 of three years and who have, in most cases, have some
20 experiences with the reader. What I'd like to do is
21 get my high school people that are teaching these AP
22 courses into a reading so that they can see exactly

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1 what it looks like. It makes for a better
2 preparation.

3 So, within that context we get a series of
4 micro teaching sessions. So that whatever the topic
5 may be, it could be something in calculus, it could
6 be something in music (I teach music theory, and
7 there are seven or eight discrete theories that we
8 deal with on the AP exam) and within the context of
9 that institute, strategies are developed and teaching
10 is done for critique by everyone who comes. What
11 worked, what didn't work.

12 But, gradually, what we do on these
13 institutes is develop a level of confidence in each
14 of the participants to go to their institution and
15 teach an AP course seminar. Then, we ask them define
16 materials. Okay, so you're going to teach this, what
17 materials do you have for development. I bring a
18 wealth of materials. My colleague brings a wealth of
19 materials, and this is how it's done. It's also a
20 handout. That's easy. Okay, you take my handouts,
21 how do you use those handouts with your particular
22 program. We ask each teacher at that point to define

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1 the demographics of his program or her program. Who
2 are your students? What are your students? What is
3 their economic level? What's their social life?
4 What does your school do? What is the budget that
5 your school has? How are you going to implement this
6 program on the TWA principle: take what's available.
7 It was mentioned very strongly that you can't wait
8 until the resources get there, because they're never
9 going to come. So what you do is take what's there -
10 - what you've got that is available to you, what
11 resources do you have. Then, we ask them to define
12 those resources. We ask them to define who the key
13 school personnel are above and below that they need
14 to become acquainted with, in order to effectively
15 implement a strong AP program. They suddenly find
16 out that there are teachers in the elementary school
17 programs that have brains and that these people are
18 very useful to them. They suddenly find out that you
19 can teach calculus to a 12th grader, but, unless the
20 principals have been laid in the first grade, which
21 is easy to do, you're not going to have an effective
22 calculus course.

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1 So, this is all part of the teacher
2 training we do. Well, who are the teachers who come?
3 Well, if you look at the handout, you see an
4 application form in there. This is this year's
5 application form, and you'll notice there are about
6 22 different institutes that we're running. For the
7 most part, English vertical teams and math have had a
8 great response in Missouri. But, if you look at the
9 back of the application, you will see there are some
10 questions that are asked of people. Who are you?
11 What kind of certification do you have? How many
12 years have you been teaching? Do you want to live on
13 campus? They don't have to ask that question. Have
14 you ever had any AP training? What kind of training
15 have you had, and, if you haven't, fine? But more
16 importantly, what is it you're going to do with an AP
17 course? If you have no idea of what you're going to
18 do, then there is no point in coming to training,
19 because I'm not going to tell you what to do, because
20 we emphasize the fact that AP courses are
21 individualized to fit institutional priorities. They
22 are not a proscribed curriculum. You fill the

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1 curriculum. There are things that get tested, and
2 you'd better be able to be prepared to deal with
3 those things. But, we're not going to tell you how
4 that curriculum runs. You're going to build it to
5 suit the needs of your students. If they are weak in
6 some areas, then you're going to concentrate in those
7 areas. If they can do other areas, then a whole lot
8 of concentration is not necessary. Then we ask the
9 high school principal, AP supervisor, curriculum
10 coordinator to write a recommendation for this
11 person. Why are you sending this person to AP
12 training? And if it's your brother-in-law, it
13 doesn't pass. But what is it about this person
14 academically that would make him a good AP teacher?
15 Then, we ask the principal to sign at the bottom that
16 says if you're going to send me teachers for training
17 and spend the state's money, then you need to
18 implement an AP course in each subject area for which
19 you sent teachers for training within two academic
20 years. And I follow up and I check to see what's
21 done.

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22 So, the teachers have to be motivated.

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1 They have to have content specific certification,
2 which gets into real problems some times with
3 elementary school teachers, because many elementary
4 school teachers have degrees in education. They got
5 a BS in b- s-. There are some real problems there.
6 Many elementary school teachers have found themselves
7 going back to school to get disciplined so that they
8 can build their own programs. That has been very,
9 very effective.

10 Now what are the rewards to the teacher?
11 The institutes are free. It doesn't cost them
12 anything. They get three graduate credit hours free.
13 They get materials free. They get text books free.
14 They get instruction by highly qualified faculty
15 free. They have an Internet site that they can
16 address where they can have a discussion group free,
17 because I have an Internet site which is on the front
18 of this. We have a follow-up meeting every year,
19 which in our case is going to be on the 18th and 19th
20 this weekend at the Lake of the Ozarks, free. I pay
21 their hotel bills. I feed them and I bring in
22 speakers. So, there're some real rewards to doing

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1 this. Even if they don't get their rewards in high
2 school of having additional pay or having release
3 time, the rewards come through my program at the
4 state level that provides ongoing professional
5 development.

6 That's essentially the Missouri model.
7 There are a variety of other models. But the
8 important thing to remember about them is that we're
9 not teaching disciplines. We're teaching people how
10 to use disciplines to make connections with other
11 disciplines to benefit students and the growth of
12 students in their academic environments, to enable
13 them to take that last, wasted year and a half of
14 high school -- according to * , most kids complete
15 high school by the middle of the 11th grade -- to
16 take that last, wasted three semesters and do
17 something with them that going to provide them with
18 the challenges of rigorous work that's going to
19 provide students with an opportunity to earn advanced
20 credit, advanced standing, advanced placement, that's
21 going to enable students to walk into a college --
22 whether it be Southeastern State University or

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1 Harvard University, as Demon * said last night --
2 with a year of college under his or her belt, knowing
3 full well that the quality and the rigor of the
4 courses which they have had at the secondary level
5 are the equivalent, and, in many cases, superior to
6 the level (Inaudible) the courses that they take at
7 the secondary level.

8 So, that's about all I have to say.
9 Teacher training, to me, is the most important
10 component of any successful AP program. And the
11 ongoing professional development of these persons is
12 what makes things successful. So, any questions?

13 I'm Ed Corley with the teacher quality
14 program in the Department of Education. You guys
15 were so anxious to get going, I thought we were
16 starting a few minutes later than we did. But,
17 anyway, let me pose a question or a couple of
18 questions for the panelists to bring the discussion
19 from the standpoint of what I'm involved in, which is
20 making grants to states and university school
21 partnerships to improve teacher preparation across
22 the country.

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1 One is, if you would talk about the extent
2 to which AP and the International Baccalaureate can
3 be helped in some strategy to improve the teacher
4 preparation program with large universities that are,
5 for example, in Missouri. And, then, secondly, the
6 extent to which both of the programs can be part of
7 the strategy of whole school improvement, so that all
8 teachers in the school and all students benefit from
9 what's being done. Thanks.

10 Voice: You want to tackle the university
11 part of that?

12 Voice, presumably Cossaboom: From the
13 university perspective, I'm working with the various
14 departments, I have not been working with the school
15 of education, because many times that's a useless
16 enterprise. So, what I've been looking at is dealing
17 with the teacher trainers in the disciplines in the
18 college of arts and sciences and bringing them into
19 the AP program as readers and test developers, with
20 the intent that they will go back to their programs
21 and in their methods and techniques courses, which
22 they teach for the college of education, they will

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1 employ the AP model as part of the strategy of
2 teacher education. We look at South East Missouri,
3 we look at AP as a very important cog in our wheel of
4 early college credit. And it's in our best interest
5 at that point to make sure that all of our graduates
6 -- and this, of course, has not happened -- but all
7 of our graduates in teacher education are aware of
8 what the AP program has to offer and has at least
9 taken one AP examination in the discipline. That's
10 one way to tackle it.

11 Voice: The comment that I'd make about
12 how does it affect whole school reform -- I think the
13 key to that is the way we approach it is to say that
14 all of courses that we offer, all the disciplines,
15 culminate in AP. So, it's the ending course for
16 every discipline, and we take the position that all
17 kids can be AP students. It's going to take us a
18 while to get there. But, I think as long as that
19 goal is out there specifically for people, it means
20 each discipline is working to try to get kids to that
21 higher level of achievement, you know, from
22 kindergarten straight up. And, since we've been

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1 using that approach, I'm finding that we're
2 continually analyzing what we are doing at each level
3 to see if it's high enough to reach that standard at
4 the end. It's put a lot of pressure on, for example,
5 the middle school level, trying to determine where we
6 need to be by the end of 8th grade in order to get
7 the kids there for 12th grade. On the staff
8 development side, what I'd say real quickly is, I
9 think AP is a model for staff development in the
10 sense that the best staff development that I've ever
11 seen is when teachers come together and look at
12 examples of student work and try to figure out how to
13 increase student performance on a specific set of
14 measures. And, I think that's how AP works, and I
15 think what we've seen ourselves doing is using that
16 same model now and doing that across the entire
17 district, starting, for example, with kindergarten
18 reading assessments that we do where the teachers
19 will come together, look at the work that the kids
20 produce, and then try to make changes in their own
21 teaching.

22 Voice: Gentlemen, how is your program

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1 actually funded? Is it funded by the university or
2 the state department, where does the money actually
3 come from for the teacher institutes trying to get
4 certification.

5 A: That's somewhat covered in my handout.
6 But, quickly, in 1996 the state legislature looked at
7 a number of early college programs -- dual credit
8 being the principal among them -- and saying this is
9 nonsense. We need to do something to increase the
10 rigor of these courses being taught to students.
11 And, so, building on the Eisenhower grant program,
12 which is for math and sciences, the state legislature
13 appropriated about \$250,000 and made it available to
14 the colleges and universities and said if you want to
15 be an AP site, why don't you make a proposal to us,
16 to the coordinating board for higher education.
17 Well, South East did, and so we got the lion's share
18 of and Truman State came in afterwards and got the
19 residuals. My budget, total budget, we have is
20 \$330,000 between the two institutions. I have about
21 \$240,000 of it. The money is granted through the
22 coordinating board for higher education for both of

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1 these institutes as non-G&E money. Money that cannot
2 be touched by the college and university and absorbed
3 into any other program. It is specified strictly for
4 AP teacher development. I have a budget here I would
5 be happy to share. Each year we get an
6 appropriation, ongoing appropriation, to each of the
7 universities, Truman State and South East, as
8 increased by whatever percentage of funding is
9 allocated to higher education, usually 1-2% a year.
10 But its very specified money.

11 Voice: My question is for Dr. Grammey
12 from Bellevue.

13 Voice: Riley.

14 In your statement, you said that all
15 students take the test. Some take it for ETS so that
16 they can get the score, but the other students just
17 take a practice test. Now, is there a note on their
18 transcript that they have taken AP courses.

19 A: Yes, and that's why it a requirement.
20 That's how we are keeping ourselves honest that it's
21 a real AP course, because I think there are places
22 where 25 kids will be in an AP course and 5 kids

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1 test. And I think it's anyone's guess whether you're
2 really getting a real AP course in situations like
3 that.

4 Voice: What make's the differentiation,
5 because that was my question, too, as to which kids
6 are going to take the test?

7 A: It's up to the kid. What we say to
8 the kids is that they all have to take a test, they
9 all have to take a real AP test under the same
10 circumstances that ETS administers their test. But I
11 found over time that it's a battle not worth fighting
12 and, if you get where you want to get anyway, if you
13 say to kids you are all going to take the advance
14 placement exam, it's all going to be on this same
15 day, it's all going be under the same conditions, you
16 take the real one you're also guaranteeing yourself
17 or you've got a likely shot at getting some college
18 credit to go with it, the vast majority of our kids
19 then test. But to force the test, and I've played
20 around with this at different times in my life, but
21 to force the test still makes me a little bit
22 uncomfortable because you'll always get the kids who

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1 says, even with assistance I can't afford the exam.
2 And we do not only the assistance that comes from the
3 college board, but also additional school assistance,
4 but we'll still have some kids who say they have a
5 hard time with that.

6 The second thing is some universities,
7 like some of the academies, for example, don't
8 recognize the AP credit, and it's a pretty argument
9 to make when you say to somebody you have to pay \$70,
10 you're taking three courses, so that's \$210, and, no
11 your university won't recognize the credit anyway.

12 Voice: In South Carolina, where I am
13 from, the testing will be funded. So all our kids
14 take the test.

15 A: That's great. I think Florida is
16 doing that too and I think it's a wonderful idea.

17 Q: Undecipherable.

18 A: Well, it generates its own money.
19 It's terrific.

20 Q: Just by *

21 A: By the tuitions. What we do is, you
22 know the idea from the beginning that this would be

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1 free to our own teacher and then we also have
2 professional development hours so that our teachers
3 can actually use the professional development hours
4 which means that they are getting per diem salary for
5 attending. So it's a real good deal for our folks.
6 But the money pays for the speakers and for their
7 accommodations, both their stipends and their
8 accommodations, comes from the tuition of folks
9 outside of our district. So we run, our last
10 institute was for 400 teachers and 300 were
11 outsiders, which generated the revenue that we needed
12 -- actually we made about \$50,000 on the institute.

13 Q: Was there someplace you to guide you
14 on how to run one?

15 A: They're run all over the country and,
16 to be honest with you, the first year we did, the
17 college board was wonderful, because what they helped
18 us with was who should we invite as the speakers.
19 Once you have the right speakers, then you start
20 getting the kind of attraction that you need. Our
21 institute has grown over the last couple of years to
22 that number now where we're at, which I think is one

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1 of the highest in the country. But I mean it was a
2 shoestring the first year that we ran it. We're
3 actually hitting only the fourth institute. So, it's
4 gotten to that number only through three. Yes.

5 Q: Can Title II funds be used for AP
6 staff development?

7 A: I haven't used them that way, so I
8 don't know the answer to that.

9 Q: You said that no student pays to use
10 the online service. I'm sure there is a fee, and
11 what is it and who pays it?

12 A: Well, what we've done, remember we
13 just kicked it off this year in January and we took
14 advantage of a state grant was for \$20,000 and so
15 that allowed us to get the review course for all the
16 kids that are signed up in AP U.S. government,
17 calculus and statistics, and also the teacher support
18 and the training. So the \$20,000 from the state
19 grant -- our state is trying to encourage online
20 learning -- covered this spring. For next year, for
21 all of our kids to be covered, you can see that our
22 enrollments are going to be over 1,500 again, but for

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1 all of our classes and all of our kids to be covered,
2 we are paying \$100,000 out of our school budget. But
3 the review course alone, the ten-week review course,
4 is about, if you were just doing it on your own,
5 would be \$200 a kid. So the \$100,000 that we're
6 spending, I'm looking at it as the same kind of
7 expense I would make for text books or materials.
8 Right now, we have about, our average expense per kid
9 is about \$6,500 or so, which is roughly the U.S.
10 average. We set aside about \$1,000,000 for
11 curriculum support every year, which is text book
12 materials and all the rest of it, especially when
13 we're launching new curriculum. And, so, the
14 \$100,000 is just part of that \$1,000,000 budget.

15 Q: I presume we can just go online, or do
16 you have any information?

17 A: Actually, the person from Apex is
18 here. His name is Brian Barnett and he is one of the
19 people making the afternoon presentation. He, I'm
20 sure, would be very interested in talking with you.

21 Voice: I think we have to finish up so we
22 get one more question up here.

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1 Q: If you want to have AP as a
2 culminating course in all your schools, do you have
3 any plans with dealing with under-prepared teachers.
4 So, for instance, you have one bad AP physics class
5 someplace. Your physics teacher, in a lot of cases,
6 typically was a biology teacher that somehow got
7 drafted into teaching physics and truly doesn't have
8 the background that might be needed. What do you do
9 then?

10 A: Well, we're working real hard with
11 that. The first thing, I guess it's an
12 advantage/disadvantage. We have about 900 teachers
13 in our system, and over the last 3 springs, we've
14 hired 100 teachers a year and it's not because of
15 increasing enrollment. But we're facing the same
16 thing that a lot of places in the country are facing,
17 which is the high level of staff retirements. We had
18 a school system that was stable for a long set of
19 years. So, as those people are retiring, we get out
20 of the gate as fast as we can. We've been offering
21 people open contracts in February and say we'll
22 figure out later where we're going to place you. If

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1 you're a physics teacher, I'd probably hire you
2 today. So, I mean it's that kind of aggressiveness
3 that's helped us with that. So, our physics teachers
4 are physics majors. In fact, this last year we
5 snagged a Ph.D. in physics, a female teacher that we
6 were just delighted by. But we did that by getting
7 out really early.

8 Q: So you're not retraining your old
9 faculty. You're just waiting for them retire.

10 A: Both. No, no, both. But when you
11 mentioned physics specifically, I don't think I can
12 train a biology teacher to be an AP physics teacher.
13 Right. But I do think I can take an English teacher
14 and help the English teacher move up, someone who's
15 an English major, to an AP literature level.

16 Voice: Well, thank you for coming.

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